

Hanslope Primary School

MFL Knowledge Organiser

Year Three – Niveau bleu – Module 1

How does this link with my previous learning?

KS1 knowledge of nouns in English and the need for capital letters for names of people and places.

What Key Vocabulary will I learn?

Bonjour !	Hello
Au revoir !	Good-bye
monsieur / madame / Nounours / les enfants	(when speaking to a man / to a woman / to Teddy / to children)
un, deux, trois	one, two, three
la France	France
Paris	Paris
la Tour Eiffel	the Eiffel Tower
l'Arc de Triomphe	the Arc de Triomphe
le Louvre	the Louvre Museum
la Tour Montparnasse	the Montparnasse Tower

Écoutez !	Listen!
Regardez !	Look!
Taisez-vous !	Be quiet!
Croisez les bras !	Fold your arms!
Asseyez-vous !	Sit down !

la France



Paris



la Tour Eiffel



l'Arc de Triomphe



le Louvre



la Tour Montparnasse



National Curriculum Links

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

How does this link with my future learning?

Introductions will be added to during the year to include age and where you live. By the end of the year I will be able to say what landmarks there are in Paris – A Paris, il y a Il y a aussi

What will I know by the end of this unit:

I will be able to:

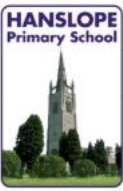
- greet someone, say my name and ask their name
- locate Paris on a map and name four of its landmarks.
- count to three.

I will understand the instructions écoutez, regardez, taisez-vous, croisez les bras and asseyez-vous.

I will know that the final consonant in a French word is usually silent (Paris, vous, bras) and that names of places also begin with a capital in French.

I will be able to sing along to simple, familiar songs such as frère Jacques and repeat the rhyme voici ma main, elle a cinq doigts.

I will be able to play Jacques a dit with increasing understanding and I will have listened to my first French story.



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Year Four – Niveau blanc – Module 1

How does this link with my previous learning?

Year three greetings, introductions and numbers to 12. You used qu'est-ce que c'est? C'est and il y a when talking about city landmarks.

What Key Vocabulary will I learn?

1	un	7	sept
2	deux	8	huit
3	trois	9	neuf
4	quatre	10	dix
5	cinq	11	onze
6	six	12	douze

Écoutez !	Listen!
Regardez !	Look!
Taisez-vous !	Be quiet!
Croisez les bras !	Fold your arms!
Asseyez-vous !	Sit down !
Levez-vous !	Stand up!
Asseyez-vous correctement !	Sit up straight!
Levez le doigt !	Put your hand up!

Bonjour !	Hello
Au revoir !	Good-bye
monsieur / madame / Nounours / les enfants	(when speaking to a man / to a woman / to Teddy / to children)
Comment tu t'appelles ?	What is your name?
Je m'appelle....	My name is...
Qu'est-ce que c'est?	What's this? / What is it?
C'est un...ou un...?	Is it a ...or a ... ?
C'est un...	It's a...

un poussin



un lapin



un renard



un canard



un mouton



un poisson



un furet



un perroquet



National Curriculum Links

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

How does this link with my future learning?

You will use these animals in sentences about what you like and dislike in the summer term.

What will I know by the end of this unit:

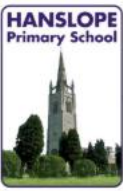
I will be able to:

- Greet and say goodbye
- Use qu'est-ce que c'est? And c'est un ... when talking about what is in my garden.
- Use numbers 0-12 and respond to familiar classroom instructions.
- Identify France, UK and neighbouring countries on a map.
- Recognise and pronounce with accuracy the names of 8 animals.

I will know the final consonant in a French word is usually silent (mouton, furet, perroquet).

I will be able to sing along to simple, familiar songs such as il court, il court le furet and repeat the rhyme petit pouce.

I will have listened to the story Aujourd'hui, je suis.



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Year 5 – ¡Hola! ¿Cómo estás?

How does this link with my previous learning?

Year 3 French module 1 where children were introduced to classroom instructions and how to address someone formally and informally. How imperatives are formed in Neo-Latin languages.

What Key Vocabulary will I learn?

<u>New vocabulary</u>	<u>New vocabulary</u>	<u>New vocabulary</u>	<u>New vocabulary</u>
¡Hola!	Siéntate [sit down],	azul	los huevos
¡Buenos días!	levántate [stand up],	rojo	la lima
¡Buenas tardes!	arregla las sillas [put	verde	la carne
¡Buenas noches!	your chairs under],	amarillo	el queso
¿Cómo estás?	cállate [be quiet],	naranja	el arroz
Estoy muy bien gracias.	escucha [listen], mira	morado	la patata
¿Y tú?	[look], mírame [look at	rosa	las legumbres
¿Cómo te llamas?	me], ven a la alfombra	blanca	el pimiento
Me llamo ...	[come to the carpet],	marron	el chorizo
¿Y tú?	repite [repeat], recoge	gris	
	la mesa [tidy up the	negro	
	desk], ¡vamos! [off you	blanco	
	go!], vamos a jugar	Es el azul y blanco	
	[let's play].		

National Curriculum Links

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

How does this link with my future learning?

Classroom instructions will be consolidated throughout the year and further colours and food vocabulary will be learnt. By the end of the year I will be able to introduce myself and give basic details about myself and what I like.

What will I know by the end of this unit:

It will be able to:

- Greet someone, say my name and ask their name.
- Give and respond to appropriate classroom instructions such as Siéntate [sit down], levántate [stand up], cállate [be quiet], escucha [listen], mira [look], mírame [look at me].

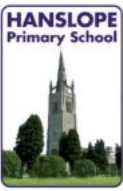
- Say six colours

- Identify the Spanish words for key ingredients in Mexican dishes

I will know where Spanish is spoken throughout the world and begin to learn about Mexican culture, including traditional dishes and festivals such as el Día de los Muertos [Day of the Dead].

I will know that French and Spanish are Neo-Latin languages and therefore have similarities.

I will be able to join in with simple songs and rhymes in Spanish and will begin to read known words accurately.



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Year 6 – Cómo me siento y mi cuerpo

How does this link with my previous learning?

In Year Five I learnt how to talk about my likes and dislikes when talking about school subjects. I have also seen how nouns are masculine or feminine in Spanish.

What Key Vocabulary will I learn?

Estoy... (I am)
contento/contenta (happy)
preocupado/preocupada (worried)
cansado/cansada (tired)
furioso/furiosa (angry)
triste (sad/upset)
enfermo/enferma (ill)

¿ Cómo te sientes ? (How do you feel?)
y (and) ¿ y tú ? (And you?)

Paco dice... (Simon says...)
mi monstruo (my monster)
Tiene... (He has...)
Es ... (He is...)

Tengo ...(I have* = these 6 emotions are exceptions, they go with “Tengo”)
frío (cold)
calor (hot)
hambre (hungry)
sed (thirsty)
miedo (scared)
dolor (hurt)

dibuja (draw)
elija (choose)
Se llama... (His name is...)

El cuerpo

la cabeza (the head)
el pelo (the hair)
las cejas (the eyebrows)
los ojos (the eyes)
la nariz (the nose)
la boca (the mouth)
los dientes (the teeth)
la lengua (the tongue)
el hombro (the shoulder)
el brazo (the arm)
la barriga (the belly)
la mano (the hand)

National Curriculum Links

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

How does this link with my future learning?

I will build on this vocabulary when describing animals and their characteristics and talking about my family and my likes and dislikes this year.

What will I know by the end of this unit:

I will be able to:

- Name the body parts in Spanish
- Read the words for emotions and body parts
- Pronounce the words accurately
- Know the genders of the words (male/female/plural: el/la/los/las)
- Describe a monster
- Use numbers up to 10
- Use the colours
- Understand the description of a monster
- Label the pictures, using matching activities
- Play games co-operatively in Spanish, practising the words